



Access examples of completed lesson plans for middle and high school.

## Middle and High School Lesson Plans

**A**n organized lesson plan is a valuable aid to the teacher and to the students. A plan created before instruction begins tells the teacher what to teach, how to provide the instruction to accomplish the objective, and lets the students know how to proceed with learning.

- ♦ [A model Language Arts Middle School Lesson Plan \(from page 159\)](#)
- ♦ [A model Writing High School Lesson Plan \(from page 159\)](#)
- ♦ [A model English High School Lesson Plan \(from page 159\)](#)

Lesson Plan for the week of:		Teacher:			Subject: Language Arts	Grade: Middle School
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Content Standard(s)</b>	<p align="center"><b>RI. 6.2 (Common Core)</b> Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.</p>					
<b>Learning Target(s)</b> (What students understand, know, or demonstrate at the end of the lesson)	<p align="center"><b>I can identify</b> the central idea in a text. <b>I can identify</b> reasons, details, and facts in a text. <b>I can identify and record</b> the examples, explanations, and evidence in a text.</p>			<p align="center"><b>I can write</b> a summary paragraph from a piece of text after identifying the central idea, reasons, details, facts, examples, explanations, and evidence in a text.</p>		
<b>Instructional Strategies</b> (What you do so students achieve the learning target)	<p align="center"><b>Monday</b> <b>I Do:</b> Power Point Presentation – Using color to identify: central idea; reasons, details facts; examples, explanations and evidence in a text. Introduce Stop Light Analogy – Green, Yellow, and Red Green – “Go” Identify Topic, Yellow – “Slow Down” Find Reasons, Details and Facts, Red – “Stop” Explain, Give Examples, and Identify Evidence <b>Tuesday and Wednesday</b> Review and Demonstrate using the Stop Light Analogy with Different Texts</p>			<p><b>I Do:</b> Demonstrate how to use the information identified using the Stop Light Analogy to write a summary.  Teacher thinks out loud for students what to select to include in the summary.</p>		<p><b>I Do:</b> Review the process in writing a summary with students. Explain the Summary Paragraph Rubric and how to use it when writing a summary.</p>
<b>Assessment</b> (How you use formative and summative tools to know if students met the learning target)	<p>Monitor student independent practice. Create criteria checklist with students to include identification of the central idea, reasons, details, and facts. Provide verbal and written feedback.</p>			<p>Provide and discuss with students a rubric for writing a summary. Monitor student independent practice. Give feedback to students as they independently write a summary. Show exemplars</p>		
<b>Evaluation</b> (How you use summative tools to test for reaching the learning target)	None today	<p>Students will independently identify the central idea in a text by highlighting with a <b>green colored pencil</b>; reasons, details, and facts in a text by highlighting with a <b>yellow colored pencil</b>; examples, explanations, and evidence in a text by highlighting with a <b>red colored pencil</b>.</p>			Not Yet. Practice with the rubric and review exemplars.	
<b>Bellwork</b> (What students do upon entering the classroom)	Student Selected Independent Reading					
<b>Guided Practice</b> (What students do with your assistance to boost the learning target)	<b>We Do:</b> Using Smart Board and Green, Yellow and Red Pens, identify the “green,” “yellows,” and “reds” in a paragraph.	<b>We Do:</b> With a partner using a green, yellow, and red pencil identify the central idea, reasons, details, facts, examples, and explanations in a longer piece of text using the Stop Light Analogy	<b>We Do:</b> None Today		<b>We Do:</b> Interactive modeling with students in writing a class summary of a piece of text used previously in the week.	<b>We Do:</b> None Today
<b>Independent Practice</b> (What students do independently to reinforce the learning target)	<b>You Do:</b> None Today	<b>You Do:</b> None Today	<b>You Do:</b> Students independently identify the central idea, reasons, details, facts, examples, and explanations in a new piece of text.		<b>You Do:</b> None today.	<b>You Do:</b> Using the text previously used on Wednesday, write a summary without using personal opinion or judgment. Rubric Provided by Teacher.

Lesson Plan for the week of:	Teacher:			Subject: Writing	Grade:
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Content Standard(s)</b>	<b>WHST.9-10.8</b> (Common Core) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				
<b>Learning Target(s)</b> (What students understand, know, or demonstrate at the end of the lesson)	<b>I can synthesize</b> information from multiple print and digital sources accurately. <b>I can use</b> various reading and note-taking strategies that will help me locate portions of a text. <b>I can locate and cite</b> specific textual evidence in primary and secondary sources.			<b>I can summarize</b> information from my notes without including personal bias or judgment.	
<b>Instructional Strategies</b> (What you do so students achieve the learning target)	<b>I Do:</b> Review close reading strategy of using the colors of green, yellow and red to annotate text to identify topic, reasons, details, facts, examples, explanations, and evidence.	<b>I Do:</b> Presents in a Power Point a new strategy for note taking using the Stop Light Analogy and Cornell Note Taking System. Teacher demonstrates the process using an Anchor Chart	<b>I Do:</b> Review new Stop Light/Cornell Note Taking System  Cold Call Questioning Strategy to Check for Understanding	<b>I Do Thursday:</b> Teacher demonstrates how to use Cornell/Stoplight Notes to write a summary. Teacher demonstrates his/her thought process when choosing what to include in the summary.  <b>I Do Friday:</b> With students create a rubric for the summary.	
<b>Assessment</b> (How you use formative and summative tools to know if students met the learning target)	Monitor and provide feedback on student Independent Work. Provide Exemplars Reteach as needed.	Provide specific feedback guiding student practice. Share student exemplars from yesterday's work.	Teacher provides specific feedback to students on their notes.	Feedback to students during interactive modeling noting any student deficiencies.	
<b>Evaluation</b> (How you use summative tools to test for reaching the learning target)			Using the anchor chart teachers evaluates student notes.		Use Student/Teacher created summary rubric to evaluate student summaries.
<b>Bellwork</b> (What students do upon entering the classroom)	<b>Vocabulary SAT Word of the Day:</b> abort  1. Friendly definition(s) 2. Illustration/Graphic 3. Super Sentence	<b>Vocabulary SAT Word of the Day:</b> recluse  1. Friendly definition(s) 2. Illustration/Graphic 3. Super Sentence	<b>Vocabulary SAT Word of the Day:</b> milieu  1. Friendly definition(s) 2. Illustration/Graphic 3. Super Sentence	<b>Vocabulary SAT Word of the Day:</b> abstract  1. Friendly definition(s) 2. Illustration/Graphic 3. Super Sentence	<b>Weekly SAT Vocabulary Quiz:</b> abort, recluse, milieu, abstract, and one review word.
<b>Guided Practice</b> (What students do with your assistance to boost the learning target)	<b>We Do:</b> Interactive modeling with students. Stop Light close reading strategy using a piece of text viewed on the Smart Board	<b>We Do:</b> With student input, use the note-taking strategy on the Smart Board while analyzing a piece of text. Create notes using the colored system.	<b>We Do:</b> None Today	<b>We Do:</b> Interactive modeling with students - writing a summary using notes.	<b>We Do:</b> None Today
<b>Independent Practice</b> (What students do independently to reinforce the learning target)	<b>You Do:</b> Use the Stop Light close reading strategy to annotate a piece of text.	<b>You Do:</b> None Today	<b>You Do:</b> With a journal article independently use the note-taking strategy while analyzing a piece of text.	<b>You Do:</b> None Today	<b>You Do:</b> Writes a summary without personal bias or judgment from the notes they developed on Wednesday.

Lesson Plan for the week of:		Teacher:			Subject: English	Grade: 9 – 10 <sup>th</sup> Grade
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Content Standard(s)</b>		<p align="center"><b>WHST.9-10.8</b> (Common Core)</p> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				
<b>Learning Target(s)</b> (What students understand, know, or demonstrate at the end of the lesson)		<p align="center"><b>I can synthesize</b> information from multiple print and digital sources accurately.</p> <p align="center"><b>I can use</b> various reading and note-taking strategies that will help me locate portions of a text.</p> <p align="center"><b>I can locate and cite</b> specific textual evidence in primary and secondary sources.</p>			<p align="center"><b>I can summarize</b> information from my notes without including personal bias or judgment.</p>	
<b>Instructional Strategies</b> (What you do so students achieve the learning target)		<p><b>I Do:</b> Teacher reviews close reading strategy of using the colors of green, yellow, and red (Stop Light Analogy) to annotate text to identify topic, reasons, details, facts, examples, explanations, and evidence.</p>	<p><b>I Do:</b> Teacher presents in a Power Point a new strategy for note taking using the Stop Light Analogy and Cornell Note Taking System. Teacher demonstrates the Process using an Anchor Chart</p>	<p><b>I Do:</b> Review new Stop Light/Cornell Note Taking System Cold Call Questioning Strategy to Check for Understanding</p>	<p><b>I Do:</b> Teacher demonstrates how to use Cornell/Stoplight Notes to write a summary. Teacher demonstrates his/her thought process when choosing what to include in the summary.</p>	<p><b>I Do:</b> With students create a rubric for the summary.</p>
<b>Assessments</b> (How you use formative and summative tools to know if students met the learning target)		<p><b>Formative:</b> Monitor and provide feedback on student Independent Work. Reteach as needed.</p> <p align="center"><b>Summative:</b> None</p>	<p><b>Formative:</b> Teacher provides specific feedback guiding student practice. Reteach and model as needed.</p> <p align="center"><b>Summative:</b> None</p>	<p><b>Formative:</b> Teacher provides specific feedback to students on their notes.</p> <p align="center"><b>Summative:</b> None</p>	<p><b>Formative:</b> Feedback to students during interactive modeling noting any student deficiencies.</p> <p align="center"><b>Summative:</b> None</p>	<p align="center"><b>Formative:</b> None</p> <p><b>Summative:</b> Student/Teacher created summary rubric.</p>
<b>Bellwork</b> (What students do upon entering the classroom) <i>Posted On SMART Board</i>		<p><b>Vocabulary SAT Word of the Day:</b> abort</p> <ol style="list-style-type: none"> <li>Friendly definition(s)</li> <li>Illustration/Graphic</li> <li>Super Sentence</li> </ol>	<p><b>Vocabulary SAT Word of the Day:</b> recluse</p> <ol style="list-style-type: none"> <li>Friendly definition(s)</li> <li>Illustration/Graphic</li> <li>Super Sentence</li> </ol>	<p><b>Vocabulary SAT Word of the Day:</b> milieu</p> <ol style="list-style-type: none"> <li>Friendly definition(s)</li> <li>Illustration/Graphic</li> <li>Super Sentence</li> </ol>	<p><b>Vocabulary SAT Word of the Day:</b> abstract</p> <ol style="list-style-type: none"> <li>Friendly definition(s)</li> <li>Illustration/Graphic</li> <li>Super Sentence</li> </ol>	<p><b>Weekly SAT Vocabulary Quiz:</b> abort, recluse, milieu, abstract and one review word.</p> <ol style="list-style-type: none"> <li>Friendly Definition</li> <li>Super Sentence</li> </ol>
<b>Guided Practice</b> (What students do with your assistance to boost the learning target)		<p><b>We Do:</b> Interactive modeling with students. Stop Light close reading strategy using a piece of text viewed on the Smart Board</p>	<p><b>We Do:</b> With student input, use the new note-taking strategy on the Smart Board while analyzing a piece of text. Create notes using the colored pens to record topic, reasons, details, facts, examples, explanations, and evidence.</p>	<p align="center"><b>We Do:</b> None Today</p>	<p><b>We Do:</b> Interactive modeling with students - writing a summary using notes.</p>	<p align="center"><b>We Do:</b> None Today</p>
<b>Independent Practice</b> (What students do independently to reinforce the learning target)		<p><b>You Do:</b> Use the Stop Light close reading strategy to annotate a piece of text.</p>	<p align="center"><b>You Do:</b> None Today</p>	<p><b>You Do:</b> With a journal article independently use the note-taking strategy while analyzing a piece of text.</p>	<p align="center"><b>You Do:</b> None Today</p>	<p><b>You Do:</b> Writes a summary without personal bias or judgment from the notes they developed on Wednesday.</p>